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ABSTRACT

A field test was conducted of the "Transition to Independence Curriculum" that was developed in 1987-88 by the Endependence Center in Norfolk, Virginia. The curriculum includes peer counseling and other services to help students with disabilities become independent. During the field test, the peer counselor met with students at each of three schools, and the curriculum was piloted in one vocational class and three special education classes. A review of the field test showed that 17 project participants benefited in 1988-89 from peer counseling by being able to address disability-related issues, make vocational and independent living plans, work on attitude changes, and discuss other personal issues. An additional 17 participants from 1987-88 continued in the program. Many were employed, were getting additional education, or had been referred to other service delivery systems. Evaluation of the progress made by participants in their stated goals of independence was documented by the peer counselor at the Endependence Center. Pilot teachers evaluated the curriculum and the peer counseling process. The study concluded that the curriculum is a valuable resource for vocational educators and should be made available throughout Virginia. The study also concluded that the peer counseling model is of great benefit to disabled students and that school systems should contract with independent living centers for peer counseling for disabled students. (Appendices include brochures, evaluation forms, other project forms, and an interim project report.) (KC)

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AUG. 31 1989

ED338803

Final Report

Improving Vocational Education Through Community-Based Organizations
The Transition To Independence Project

Curriculum Project

Conducted Under
Carl D. Perkins Vocational Education Act
Public Law 98-524

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August 31, 1989

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Membership List of the Curriculum Advisory Committee

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I.I.L.P. (Individualized Independent Living Plan)

Transition Program Brochure

Interim Report

Balance Sheet

Transition To Independence Curriculum

ABSTRACT

a. Title: Improving Vocational Education Through Community-Based Organizations -- The Transition To Independence Project

b. Time Period Covered by Project: August 1, 1988 to August 31, 1989

c. Objectives of Project:

1. To pilot the Transition to Independence Curriculum, which provides transitional services to high school students with disabilities in three sites in the Hampton Roads area.
2. To finalize the Transition to Independence Curriculum based on the results of the pilots.
3. To disseminate the curriculum through the Centers for Independent Living (CILs) and the Vocational Education Program in Virginia.
4. To obtain funding from school districts in Hampton Roads or other sources for continuation of the project.
5. To provide Peer Counseling, Independent Living Skills Training, Pre-Employment Skills Training and related services to thirty-five (35) new individuals and ten (10) individuals who began receiving services under the project during the 1988-89 school year.
6. To provide job placement services for ten (10) individuals with five (5) individuals placed in employment.

d. Procedures Followed: Agreements were made between three school divisions and the Endependence Center to field test the Transition To Independence Curriculum which was developed by the Endependence Center as part of a Virginia Department of Education-funded project in 1987-88. Included in the curriculum were peer counseling and other services of the Endependence Center. The peer counselor met with students during school time at each school. Second year participants from the 1987-88 funding period remained in the program and received Center services. The curriculum was piloted in one Vocational class and three Special Education classes.

e. Results; Accomplishments: The curriculum was revised based on field test results. It was disseminated to staff of all Independent Living Centers in Virginia who participated in a training session on implementation of the program conducted by Endependence Center Project staff.

Seventeen 1988-89 project participants benefited from peer counseling by being able to address disability-related issues, vocational and independent living plans, affect attitude changes and other personal issues. An additional 17 participants from 1987-88 continued in the program. Many were employed, were getting additional education or had been referred to other service delivery systems.

f. Evaluation: Evaluation of the progress made by each participant in his/her stated goals of independence was measured and documented by the Peer Counselor at the Endependence Center. Pilot teachers evaluated the curriculum and the peer counseling process.

g. Conclusion; Recommendations: The Transition To Independence Curriculum is a valuable resource for Vocational educators and should be made available statewide through the Virginia Department of Education. The peer counseling model is of great benefit to disabled students. School systems should contract with Independent Living Centers for peer counseling services for disabled students.

FINAL REPORT

A. NAME OF PROJECT

Improving Vocational Education Through Community-Based Organizations--The Transition To Independence Project

B. PROBLEM AREA ADDRESSED BY PROJECT

Disabled youth, upon making the transition from high school to adulthood, are often unprepared for life. This is so because schools alone cannot address such needs as practice in independent living, dealing with inaccessible or unsatisfactory living conditions, gaining social maturity, setting and achieving reasonable employment goals, interacting with successful disabled adults who serve as role models, and gaining greater access to the community. Community agencies such as the Endependence Center have found that older age adults who come for assistance have accumulated too many years of being dependent on others and have low self-esteem. Many lack basic independent living skills or the motivation and desire for improvement. Jobs or better living situations elude them. Independent living skills and self actualization must begin in younger, more formative years.

These needs can be addressed by the cooperation of an independent living center and a local school system. The disabled student can then receive services of the Center while still in school, thus avoiding any gaps in service. This theory has been put into practice in the Transition To Independence Project at the Endependence Center for the last two years. During the first year of grant funding, Center services were extended to 20 disabled and former students of Norfolk Public Schools. A Vocational Education curriculum for Special Needs Students entitled Transition To Independence was developed. Needs of disabled students studying independent living can be addressed with the use of a curriculum that is written with disabled students in mind and which includes peer counseling and other services of an Independent Living Center. After the curriculum was developed, it was necessary to field test it in classes with disabled students and to finalize and revise it based on field testing results.

There are nine Independent Living Centers across the state of Virginia. They are located in Arlington, Richmond, Newport News, Norfolk, Pennington Gap, Abingdon, Charlottesville, Fishersville and Winchester. All of these Centers offer peer counseling, independent living skills training, housing referral, advocacy, public education and technical assistance. Thus, the model program could be replicated by local education agencies and Centers throughout the state. Staff from these Centers needed to be educated in the use of the curriculum and model program. The revised curriculum needed to be made available to other Centers and to school systems.

School systems must be convinced to fund and support new ways of addressing the needs of disabled students. Alternative sources of funding, federal or private, must be sought if local funds are not available.

C. GOALS AND OBJECTIVES OF THE PROJECT

1. To pilot the Transition To Independence Curriculum, which provides transitional services to high school students with disabilities in three sites in the Hampton Roads area.

2. To finalize the Transition To Independence Curriculum based on the results of the pilots.

3. To disseminate the curriculum through the Centers for Independent Living (CILS) and the Vocational Education Program in Virginia.

4. To obtain funding from school districts in Hampton Roads or other sources for continuation of the project.

5. To provide Peer Counseling, Independent Living Skills Training, Pre-Employment Skills Training and related services to thirty-five (35) new individuals and ten (10) individuals who began receiving services under the project during the 1988-89 school year.

6. To provide job placement services for ten (10) individuals with five (5) individuals placed in employment.

D. PROJECT DESIGN AND PROCEDURES FOLLOWED

The Endependence Center, Inc. is a private, non-profit corporation run by and for persons with disabilities. It is the goal of the Endependence Center to help disabled individuals to reach their maximum level of independence in the area of housing, education, employment, and community involvement. The Appendix contains a brochure of the Endependence Center.

Project Background

The Endependence Center has long been aware of the problems that disabled students face in making the transition from school to adulthood. During the school year of 1987-88 the Endependence Center operated a program entitled Transitional Services for Disabled Youth funded with a grant from the Virginia Department of Education. Staff for this project included a Project Coordinator and a Peer Counselor from the Endependence Center and two consultants, teachers from the Department of Adult and Vocational Education of Norfolk Public Schools.

This project had two components: 1.) To offer services of the Endependence Center to twenty disabled students and post-graduates identified by the consultants; and, 2.) To develop a statewide model curriculum for a high school course in Independent Living which includes the services of an independent living center.

At the Endependence Center the participants met with the Peer Counselor and began to set goals for independent living. A Peer Counselor is an otherwise qualified counselor who is disabled. As such, this person is a peer of a disabled student. Based on the goals each person identified other Center services were utilized. This included independent living skills training, pre-employment skills training, referrals to other agencies, advocacy services, and housing services. Employment placement and on-the-job follow-up were the responsibility of the consultants. By the end of the project all of the participants had made significant progress toward independence and eleven had found employment.

The curriculum entitled Transition To Independence focuses on all areas of independent living designed with disabled students in mind. Topics included are:

Goal Setting	Home Management
Social Skills	Cooking
Leisure/Recreation	Clothing Selection and Care
Health	Advocacy for Disabled Persons
Money Management	Personal Care Attendant Management
Transportation	Pre-Employment Skills
Housing	

The rationale for the content of Transition To Independence is twofold. First, the concept of maximum independence and integration into the community can be facilitated by a Peer Counselor as well as classroom activities. Second, the activities are functional and are not completely dependent on academic skills. Many can be done in more than one way -- individually, in small groups or by the entire class.

Other educators and human service agency personnel have shown much interest in this project. Presentations have been given at state and national conferences.

The Transition To Independence Project, 1988-89

The second year of this program is a continuation of the first year with the main elements being:

1. To field test, revise, and disseminate the curriculum in order that the project can be replicated elsewhere between independent living centers and local school systems.

2. To offer peer counseling, other Center services and job-readiness skills to disabled high school participants of the program.

The Project Coordinator and Peer Counselor from the first year of the program remained in place, thus giving continuity to the program. Vocational Education administrators in all Hampton Roads school divisions were approached to participate in the field testing. The target population was Vocational Special Needs (EMR, physically or sensory disabled) high school students. Virginia Beach, Chesapeake and Portsmouth Public Schools participated although Portsmouth was the only system which had a Vocational Special Needs class. Students in this class were multi-handicapped. Thus, permission was granted from the Supervisor of Special Projects, Disadvantaged/Handicapped of the Virginia Department of Education to field test in Special Education (EMR classes) in Virginia Beach and Chesapeake. In Portsmouth an additional class was added to the field testing--a Special Education class of EMR students.

Before the opening of the school year the Project Coordinator held a training for pilot teachers on implementation of the curriculum, the peer counseling process, and an overview of Center services. Each teacher was given a copy of the curriculum. Chapters of the curriculum cover not only the subject matter but suggestions are given of how peer counseling can be incorporated.

Throughout the year, the Project Coordinator met with each pilot teacher to review and evaluate chapters of the curriculum as they were used. The pilot teachers selected the chapters they would use based on needs of students. The Appendix contains a copy of the Evaluation instrument used which addresses the Content, Use, Format, and the Peer Counseling Process. The revised curriculum found in the Appendix is based on the field testing results. Field test results are summarized at the beginning of each chapter that was used.

A project Advisory Committee was formed to provide input and to serve as the reviewing body for the curriculum. The committee was made up of pilot teachers, Vocational and Special Education administrators and other educators. A listing of these members is found in the Appendix.

At the onset of the program in September students were introduced to the program and were given the option of taking part. A parent meeting was held to acquaint parents also with the program. Intake assessment was conducted during which family status, disability, age, and other information was obtained.

Peer Counseling sessions were held in the school buildings during school time. Amount of time available for students to participate in peer counseling sessions was determined by pilot teachers. In one system the counselor was there for an entire day, another for half a day, and the other for 1 1/2 hours twice a week.

Specific services provided by the Peer Counselor include:

1. Individual and group counseling.

2. Assistance with setting/achieving independent living goals.

3. Referrals to appropriate community resources and service delivery systems.

4. Adjustment, self-exploration, problem solving and follow-up counseling.

5. A role model to motivate students to reach their full potential.

6. Emotional support.

7. Liaison to parents, teachers, and other professionals as needed.

Following is a summary of the number of participants in the program.

First year (1987-88) participants who remained in the program during 1988-89	16
Second year participants (new to the program in 1988-89)	22
Total participants served	38

There are several reasons why this number does not equal the 45 participants stated in the original proposal:

1. Pilot site classes were selected by each school division and the decision was made according to the constraints of the school situation.

2. Parents of all eligible students did not sign Parent Permission forms that allowed their child to be part of the program.

3. Two consultants to the project from Norfolk Public Schools resigned in the fall of 1988. Employment placement assistance was one of their duties. Despite this, four job placements were made through DRS and a school job program.

4. All participants from the first year, 1987-88, did not remain in the program through 1988-89.

The group of 1987-88 first year participants in the program continued to receive peer counseling, employment counseling and placement, information and referral, transportation to and from Center activities, independent living skills training, technical assistance, and advocacy. The Appendix contains a summary of units of service to all participants in the program. Progress toward independent living is discussed in Section E, and there is a chart which tracks this progress.

During the school year independent living skills were learned and practiced by using the curriculum. However, in the summer of 1989, pilot site participants were very active in independent living skills activities at the Endependence Center. A teen support group entitled, "What's Happening?", met once a week. Other special activities included: a beach outing (for some students it was the first trip to the beach), trips to restaurants (one or two students at a time with the Peer Counselor), Cooking class, a trip to Chrysler Museum, and a picnic.

The Endependence Center contracted and cooperated with other agencies for some services and Independent Living Skills training including Norfolk V.P.I. Cooperative Extension (Cooking class), Chesapeake Department of Parks and Recreation (Therapeutic Recreation), "Chance" Program of ODU (Socialization), and DRS (Vocational evaluation at Woodrow Wilson Rehabilitation Center).

How the Endependence Center staff served this program:

Project Coordinator

- o Made arrangements with school personnel to pilot the curriculum
- o Conducted training for pilot teachers and administrators
- o Designed research instrument to record pilot information, A copy of this questionnaire is contained in the Appendix. Conducted research with teachers.
- o Revised curriculum based on pilot results
- o Conducted training session for staff of other independent living centers in Virginia on curriculum implementation.
- o Presented this project at the American Vocational Association Conference in St. Louis, in December, 1988. And, with the Peer Counselor, presented this project at the Virginia Department of Education/Project PERT Conference in Richmond in December, 1988.

Peer Counselor

(discussed previously)

Executive Director

- o Met with school administrators and Special Education Advisory Committee members to pursue future funding for project.
- o Met with members of private foundations to secure future funding for project. This was successful and the project was funded for the 1989-90 year by the Beazley Foundation of Portsmouth.

The Project Coordinator and Peer Counselor worked under the direction of the Director of Participant Services of the Endependence Center who was responsible for review of participant data collection and case files, oversight of staffings of participants and provision of ongoing consultation services.

Other Endependence Center personnel served this project on an as needed basis. Included were the Director of Community Services, the Coordinator of Community Education/Advocacy, the Employment Coordinator, the Housing Coordinator, the Coordinator of Independent Living Skills Training, the Information and Referral Specialist, the Finance Director and the Operations Manager.

E. RESULTS AND ACCOMPLISHMENTS

1. Curriculum Field Testing. One of the accomplishments of this project was the opportunity to field test the Transition To Independence Curriculum in four classes of Special Needs (EMR and Multi-Handicapped) high school students. Using this curriculum which was very specific to the needs of disabled students provided the opportunity to explore topics related to disability that are not usually addressed in public schools. Also, this curriculum was designed to incorporate peer counseling. All of the pilot teachers included the Peer Counselor in their part of the project. Peer counseling was listed by all pilot teachers as one of the most beneficial (to the students) aspect of the project.

Pilot teachers selected the chapters of the curriculum they used based on needs of their students. Below are listed the chapters. The number next to each chapter is the number of teachers who used that chapter. If no number appears, that chapter was not used.

Introduction to Independent Living--2
Goal Setting--1
Social Skills--2
Leisure/Recreation
Health
Money Management--2
Transportation
Home Management
Advocacy--Rights of the Disabled
Housing
Clothing Selection and Care--1
Cooking--2
Attendant Management

Based on this field testing, a finalized version of the curriculum has been completed. It is included in the Appendix.

2. Curriculum Dissemination. In addition to the curriculum being made available to the Virginia Department of Education, it has been disseminated to nine Independent Living Centers throughout the state. Staff from all of the Centers came to a training session held at Woodrow Wilson Rehabilitation Center in June, 1989. Training focused on implementing cooperative programs between Centers and local school systems. This training was received and the staff members agreed that disabled high school students could certainly benefit from the services of an Independent Living Center. The Appendix contains a copy of an article from the Staunton News Leader regarding this training session.

3. Peer Counseling and other Center services. The Peer Counselor reported a significant difference in the accomplishments of the students who had been in the program for one year as compared with those who have been in for two years. At the end of the first year, students generally were resolving personal issues--accepting their disability, controlling temper and emotions, avoiding the drug scene, dealing with low self-esteem, and getting motivated for the future. They began to build trust with the Peer Counselor and started to try new things. Significant accomplishments included: improved grades on school work, increased independence (arranging own transportation on T.R.T.), positive attitude changes, and exploring vocational options.

After two years in the program students generally had built up their motivation and self esteem levels to the extent that they could make real strides toward independent living. Some in this group had found jobs on their own, they were regularly going out alone using T.R.T. Paratransit, attending post-secondary schools, and choosing their own recreation.

Peer counselors at the Endependence Center use the I.I.L.P. (Individualized Independent Living Plan) to record and track progress toward objectives. It is developed jointly with participants. A copy is found in the Appendix. Following is a chart summarizing independent living accomplishments of some of the participants who have finished high school.

Independent Living Accomplishments

Name	Disability	Status in Program	Independent Living Accomplishments
John	EMR/ED	First year, 1989 graduate	Receiving vocational evaluation at Woodrow Wilson.
Pam	C.P.	" "	Uses computer received from Center to improve Literacy Skills.
Don	EMR	" "	Working.
Ronald	C.P.	" "	Has completed Work Experience Training with DRS. Arranges own transportation
Winifred	Quadriplegic	" "	Receiving vocational evaluation at Woodrow Wilson.
Kerry	EMR	Second year in program	Improved employment situation. Now works full-time.
Linda	LD/ED	" "	Interviewing for a second job. Drives a car.
Morley	EMR	" "	Full-time supported employment.
Rhonda	CP/LD	" "	Full-time supported employment.
Tom	EMR	" "	Full-time supported employment.
Clay	C.P.	" "	Honor Roll student at Community College.
Janet	LD	" "	Had summer camp counselor job. Plans to go to college
Roy	C.P.	" "	Moved away from abusive family situation into a long-term care facility. Arranges own transportation. Will be evaluated at Woodrow Wilson.

*Real names were not used.

All of the above persons are active participants at the Endependence Center, receiving peer counseling, independent living skills training, advocacy, technical assistance and/or employment counseling/placement.

4. Future Funding for Program. With the proven success of this program in cooperating with school systems to provide transitional services to disabled high school students, the Endependence Center was able to secure funding for the 1989-90 year. School systems and private foundations in the Hampton Roads area were approached for funding. The Beazley Foundation of Portsmouth will fund the program which will include peer counseling and other Center services to physically and sensory disabled students in Portsmouth (Manor High), Chesapeake (Oscar Smith and Indian River) and Virginia Beach (Princess Anne).

F. EVALUATION OF THE PROJECT

Project evaluation consisted of both internal and external components and incorporated statistical data and subjective feedback. Statistical information on number of individuals served, number of units of peer or group counseling received, number of units of independent living skills training, number of goals set and achieved and in what goal area, number of housing placements, number of job placements, etc., was collected on a monthly basis. These statistics assisted staff in determining whether the project is on target in meeting its service goals. An Individualized Independent Living Plan (IILP) is contained in the Appendix. The IILP was completed jointly by the participants and peer counselor and dilineated objectives and action steps to be taken by the participant in achieving a particular goal.

Evaluation of the curriculum has already been discussed in Section D above. This evaluation also covered the peer counseling process. All pilot teachers reported that peer counseling was very beneficial to their students.

G. CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS FOR THE FUTURE

1. Conclusions. Peer counseling in the school setting is of much benefit to disabled students. The time spent with the Peer Counselor gave students the opportunity to work through accepting their disability, to increase motivation and self-esteem, to resolve personal issues, and to explore vocational and independent living options. Because of time constraints and lack of knowledge of disability-related problems, this is not possible with guidance counselors.

   The Peer Counselor could have been used to an even greater extent if there had been more time for her to confer with the teacher and if the program had started earlier in the school year. Getting a late start-up was discussed in the Interim Report which is included in the Appendix.

The Transition To Independence Curriculum is a valuable resource for an Independent Living course for disabled students because it relates specifically to the needs of disabled students in Vocational Education. It addresses topics which have not previously been addressed in Vocational Education.

During this year of grant funding, this project has been presented to educators at the Virginia Department of Education/Project PERT Conference and the American Vocational Association Conference. A special training session described earlier was done for staff members of all the Centers for Independent Living. These educators and human services agency personnel have shown great interest in the model program. The Appendix contains a brochure which describes the transition program.

2. Recommendations. Based on the field testing results of the model program, it is recommended that school divisions contract with an Independent Living Center to provide peer counseling services. Other Center services could be integrated into the program. Independent Living Centers are located in Arlington, Richmond, Newport News, Norfolk, Pennington Gap, Abingdon, Charlottesville, Fishersville and Winchester and all have staff trained in the use of the curriculum. Therefore, through these Centers, most areas of the state could be covered. It is recommended that the Virginia Department of Education encourage localities in this effort.

It is also recommended that the Virginia Department of Education adopt this curriculum and make it available statewide to Vocational educators.

Appendix

Endependence Center
Brochure

ENDEPENDENCE CENTER, INC.

is a private, non-profit corporation funded by federal, state, and local governments; fees for services; and private contributions.

Fee for services and contracts are associated with some programs.

Endependence Center, Inc.
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Norfolk, Virginia 23510

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ENDEPENDENCE CENTER OF HAMPTON ROADS...

OPENING DOORS TO OPPORTUNITIES

INDEPENDENCE... IT'S A MATTER OF CHOICE.

Endependence Center, Inc., assists persons with disabilities in leading independent, productive lives, by increasing their awareness of their own potential... by encouraging them to become full participants in their communities.

THIS MEANS HAVING THE RIGHT AND OPPORTUNITY TO CHOOSE...

- **AN EDUCATION**
- **A CAREER**
- **A LIFESTYLE**

Barriers to choice for individuals with disabilities... attitudes— attitudes of others about their capabilities or potential, attitudes resulting from misconception, misinformation, fear... not from physical or mental limitations.

INDEPENDENT LIVING SKILLS TRAINING

The purpose of the independent living skills training program is to provide participants with basic skills in support of independent living goals. Training is provided in the following areas:

- Personal Care Attendant Management
- Decision Making/Goal Setting
- Self-Advocacy/Assertiveness
- Budgeting/Money Management
- Nutrition/Food Purchase and Preparation
- Sexual Awareness
- Employment Readiness
- Transportation Resources
- Cooking Skills
- Rights and Responsibilities
- Leisure Education
- Additional programs are provided as needed.
- I.L.S. programs are provided at ECI and other community locations.

Additional programs are provided as needed.
I.L.S. programs are provided at ECI and other community locations.

ENDEPENDENCE CENTER, INC.

serves persons with disabilities who wish to make positive life changes in self-direction, housing, education, employment and community involvement.

ENDEPENDENCE CENTER, INC.,
also serves the community in creating an environment which is not only open, but accessible, to all citizens.

THE INDIVIDUAL, THE CENTER, AND THE COMMUNITY ALL WORKING TOGETHER TO CREATE CHOICES AND OPPORTUNITIES FOR PEOPLE WITH DISABILITIES!

☐ I am interested in more information...

☐ I would like to speak with a representative about services to businesses.

☐ I support the goals of the Endependence Center.
Enclosed is my contribution of
☐ $15 ☐ $25 ☐ $100
to help the Endependence Center assist others in becoming productive and active members of my community.

Name: _____

Address: _____

_____

Telephone: _____

COMMUNITY SERVICES

Housing Referral and Placement
- ECI works with the participant and the public/private housing manager to locate housing which is accessible and suited to the participants' needs.

Advocacy Services
- ECI provides assistance in resolving discrimination complaints in housing, education, employment, and community programs.

Volunteer Program
- ECI expands opportunities for citizens to develop employment potential in a variety of settings.

Information and Referral
- Current information on equipment, programs and resources.
- Referral to other community organizations and programs.
- Library open to the public.

Educational Presentations
- Speakers are provided to groups and other oganizations interested in learning more about disability-related issues and Center services.

One- and Two-Day Workshops/Seminars
- Endependence Center, Inc., organizes and conducts workshops/seminars on disability-related topics such as:
  - Housing
  - Building Codes
  - Awareness Sensitivity Training
  - Employment
  - Programmatic and Physical Accessibility
  - General Disability Issues and Disability Rights
  - Workshops in Specific Areas of Interest

Technical Assistance
- ECI staff surveys public and private facilities to determine the most economical and efficient way to make the facility accessible.

PEER COUNSELING SERVICES

Group Counseling

Monthly support groups provide a forum where individuals with different disabilities can explore the common problems and share their individual successes and failures.

The purpose of Group Counseling is to
- Help build a peer support network.
- Help group members accept and adjust to their disability.
- Provide a forum to discuss particular issues about disabilities.
- Encourage self-exploration and problem-solving.
- Support groups are also available for parents, spouses and other family members.

Peer Counseling

A one-to-one counseling model based on the concept that a counselor with shared experience is the best guide to independence.

The Peer Counselor
- Provides motivation and a role model for achieving full potential.
- Helps establish realistic goals for independence.
- Refers participants to appropriate community resources.
- Assists participants with self-exploration and adjustment.
- Provides emotional support.

The goal of counseling is to assist the participant in attaining his/her greatest level of independence.

Transportation to and from center activities is available as needed.

TRANSITION TO INDEPENDENCE CURRICULUM
Evaluation by Pilot Teachers

CONTENT

Name of Chapter _____

		strongly disagree					strongly agree
1.	The Performance Objectives in this unit are satisfactory.	1	2	3	4	5	6
2.	Evaluation methods and standards are clearly stated.	1	2	3	4	5	6
3.	The Checklist is useful for record keeping and documentation of student progress.	1	2	3	4	5	6
4.	Enough information is provided to teach the competency.	1	2	3	4	5	6
5.	The instructional activities generate interest for students.	1	2	3	4	5	6
6.	The instructional activities correspond to stated objectives.	1	2	3	4	5	6
7.	The instructional activities are sufficient for students to meet the Performance Objective standard.	1	2	3	4	5	6
8.	The instructional activities in this unit are appropriate for the needs of the students.	1	2	3	4	5	6

9. The most useful activities in this unit are:

_____

_____

_____

10. The least useful activities in this unit are:

_____

_____

_____

CONTENT, continued

		strongly disagree					strongly agree
11.	The competencies can be adapted to different levels of student achievement.	1	2	3	4	5	6
12.	It is possible to individualize instruction in this unit.	1	2	3	4	5	6

If so, how and with which activities?

_____

_____

_____

13. It is possible for the students to progress as their own individual pace. 1 2 3 4 5 6

14. What materials should be

Added _____

_____

_____

Eliminated _____

_____

_____

Revised _____

_____

_____

TRANSITION TO INDEPENDENCE CURRICULUM
Evaluation by Pilot Teachers

FORMAT

Evaluate the format of the chapters of the curriculum.

		strongly disagree					strongly agree
1.	The format is easy to use.	1	2	3	4	5	6
2.	The Performance Objectives are clearly stated.	1	2	3	4	5	6
3.	The instructions for teachers are easy to understand.	1	2	3	4	5	6
4.	The format of instructional materials is easy for students to use.	1	2	3	4	5	6
5.	The Evaluation Checklists are an appropriate way to measure the mastery of a Performance Objective.	1	2	3	4	5	6
6.	The Competency Checklist is useful for recording student progress.	1	2	3	4	5	6

7. List the ways you would improve the format:

_____

_____

_____

_____

_____

_____

TRANSITION TO INDEPENDENCE CURRICULUM
Evaluation by Pilot Teachers

USE

Name of Curriculum Chapter _____

1. How did you modify this unit of the curriculum for your use?

_____

_____

_____

2. What percent of your students successfully completed this objective?

_____

3. Did you have to retest any students? _____

_____ (number) were retested.

4. What would help you to make better use of this curriculum:

_____ Participation in inservice training program.

_____ Discussion on the use of the curriculum with other persons in Vocational Education or Special Education.

_____ Additional time to adapt curriculum to my situation.

Explain below:

_____

_____

_____ Other: _____

_____

TRANSITION TO INDEPENDENCE CURRICULUM

Evaluation by Pilot Teachers

PEER COUNSELING PROCESS

Name of Curriculum Chapter _____

	No Involvement					Much Involvement
1. To what extent was the peer counseling process involved in this unit?	1	2	3	4	5	6

2. The peer counselor was involved in this unit in the following ways. Mark all responses which apply.

_____ facilitating or reinforcing content areas of the unit

_____ providing disability-related information

_____ assisting with activities in the unit

_____ other. Explain _____

_____

3. Indicate the ways in which the peer counselor assisted the students during this unit. Mark all responses which apply.

_____ establish a counseling rapport, or "get acquainted" session

_____ goal setting

_____ pre-employment or job readiness

_____ personal counseling

_____ referrals to Endependence Center or other agencies for service

_____ serve as a role model and example of a successful disabled adult

_____ other. Explain _____

_____

4. If the peer counselor was not used with this unit, indicate the reason.

_____ scheduling difficulties. Explain _____

_____

_____ the students had insufficient time for counseling appointments

_____ other. Explain _____

_____

	Of No Value					Extremely Valuable
5. In your opinion, what value is peer counseling to this unit of the curriculum?	1	2	3	4	5	6

Curriculum Advisory Committee 1988-89

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Appendix

UNITS OF SERVICE PROVIDED

August 1, 1988 to August 31, 1989

SERVICES		Units
A.	Intake Assessments	19 Individuals (new to program in 1988-89)
B.	Individual Peer Counseling	252 Hours
C.	Group Counseling	42 Hours
D.	Independent Living Skills Training	295 Hours
E.	Independent Living Programs Written (IILP)	9 Programs
F.	Independent Living Objectives Written	87 Programs
G.	Independent Living Objectives Completed	32 Objectives
H.	Individual Advocacy	16 Individuals
I.	Transportation Provided	287 Units

NL 6124

Program presented at WWRC on need for transitional services

FISHERSVILLE — Jeanne Carlock, project coordinator of education, and Margaret Mayse, peer counselor at the Endependence Center of Hampton Roads, presented a program Wednesday at Woodrow Wilson Rehabilitation Center.

Present were staff from the nine Centers for Independent Living in Virginia and selected WWRC staff. The topic was the need for transitional services.

Carlock said public education has not been entirely successful in preparing disabled students for independence. She said gaps exist in awareness of needs, abilities, and desires; appropriate school counseling; linkages between agencies, and information regarding resources.

Carlock said a large number of young people with disabilities lack decision-making authority in their own lives and depend on family members excessively. She stated that they often are without successful role models with disabilities, do not know how to advocate for their own rights, and have low expectations from self and family.

After graduation, she said, they often work in unsatisfactory jobs or are unemployed, lack opportunities to participate in community life and have few successful peer relationships or social options.

Carlock said the Endependence Center established a transition program in the Hampton Roads area in cooperation with local schools and financed with a grant from the Virginia Department of Education to address deficiencies noted. This program will continue at least through 1990, she added, with a grant from a private foundation.

Items addressed in the curriculum, she said, were goal setting, leisure/recreation, money management, transportation, housing, cooking, clothing selection and care, advocacy, personal care attendant management, social skills, pre-employment skills and health.

Ms. Mayse, in her comments, added that an important component of the curriculum involves students working with a peer counselor, another disabled individual trained and experienced in counseling skills. She said parents participate in a support group.

Ms. Carlock encouraged other CILs represented at the workshop to explore similar programs in their localities.

Joseph Ashley, project manager of the post-secondary education/rehabilitation transition program, supported by the Departments of Rehabilitative Services and Education and based at WWRC, noted that PERT is statewide and, while dealing with items in Ms. Carlock's curriculum, centers largely on pre-vocational and vocational services. He added that PERT supports the need of this type of curriculum statewide and works with the Endependence Center in the development of individualized education plans for students in the Hampton Roads area.

---

from Staunton News Leader
June 24, 1989

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ENDEPENDENCE CENTER, INCORPORATED 3/87
INDIVIDUALIZED INDEPENDENT LIVING PLAN

DATE UPDATED: TOW: TOC: PC: PC#:

PARTICIPANT: STATUS: PAGE: ID/CASE #:

DATE WRIT.	O/R	CAT NUM	OBJ NUM	OBJECTIVES	TARG. DATE	DISP. DATE	DISP

CODES:			DISP.	APPROVED	ENTERED
01-EDUC	03-EMPL	06-ATT. MGMT	09-ADJ DIS	01-COMP	BY:	BY:
02-HOUS	04-H/S/EMgt	07-REC/SOC	10-TRANS	02-ABAN		
	05-FIN.	08-COMM.	11-LAW/ADV			

I agree to this plan. Both participant and peer counselor will work jointly on each objective.

DATE:_____ PARTICIPANT'S SIGNATURE:_____

I.I.L.P.

PARTICIPANT: ID/CASE #:

PC: PC#: PAGE:

DATE WRIT.	O/R	CAT NUM	OBJ NUM	OBJECTIVES	TARG. DATE	DISP. DATE	DISP

Appendix

Transition Program
Brochure

Description of the Endependence Center

The ENDEPENDENCE CENTER, INC. is a private, non-profit corporation run by and for persons with disabilities. It is the goal of the Endependence Center to help disabled individuals to reach their maximum level of independence in the area of housing, education, employment, and community involvement. This is accomplished by offering services including:

- Peer Counseling
- Individual and Group Counseling
- Support Groups
- Independent Living Skills Training
- Information and Referral Services
- Pre-employment Services
- Advocacy
- Housing Referral and Placement

Services available to the community are:

- Technical Assistance relevant to accessibility issues
- Speakers' Bureau
- Workshops, Seminars

The Endependence Center, Inc. is located in Norfolk with satellite offices in Chesapeake and Virginia Beach.

There are nine (9) Independent Living Centers across the State of Virginia.

Winchester
Fishersville
Charlottesville
Abingdon
Pennington Gap

Arlington
Richmond
Newport News
Norfolk

For more information call

Jeanne M. Carlock, Project Coordinator

Margaret Mayse, Peer Counselor

ENDEPENDENCE CENTER, INCORPORATED
100 West Plume Street
Suite 244
Norfolk, VA 23510

804-625-3555 v/tdd

INDEPENDENCE IS

- o Controlling and directing your own life.
- o Making decisions and taking responsibility for your actions.
- o Having opportunities to participate in all aspects of community life.
- o Exercising the greatest degree of choice about
  - where you live,
  - with whom you live, and
  - how you live.
- o Taking risks and being allowed to fail.
- o Asserting your rights and responsibilities as first class citizens.

TRANSITION TO INDEPENDENCE

A Program of The Endependence Center, Inc.

Norfolk, Virginia

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Problems

SOCIETY IMPOSES limitations to disabled persons with a lack of community resources. Many cannot achieve maximum independence because they are unable to use public transportation. Available accessible housing is insufficient for the number of people who need it. Employment opportunities are limited and usually at low wages.

PUBLIC EDUCATION has not been entirely successful in preparing disabled students for independence. Many do not consider vocational training or continuing education as an option.

GAPS IN SERVICE exist as students leave school and enter the adult world.

- There is a general lack of awareness of the needs, abilities, and desires of disabled students. Others often try to make decisions about what is best for disabled people.
- School counseling for disabled students focuses more on academic issues than on daily living and working in the community.
- In many communities there are no well established linkages between agencies servicing disabled persons and the school.
- Disabled youth and their families are often not informed about available resources and information relevant to independent living.

Many disabled students, upon finishing high school, have found that they are not prepared for successful independence. A large number of disabled young people:

- lack decision making authority in their own lives
- depend on family members excessively
- work in unsatisfactory jobs or are unemployed
- are unaware of available services for disabled adults
- do not advocate for their own rights
- lack successful role models who are also disabled
- have low expectations from self and family
- lack opportunities to participate in community life
- have few successful peer relationships or social options

New ways of thinking are needed to help disabled youth visualize their potential and live more independently. This must start at an earlier age--before young people are out of school. The Endependence Center has seen this need and established

TRANSITION TO INDEPENDENCE

A Solution

TRANSITION TO INDEPENDENCE began with a grant to the Endependence Center and operated in cooperation with Norfolk Public Schools for one year.

A statewide model curriculum for a Vocational Eudcation course for disabled students was developed. The TRANSITION TO INDEPENDENCE curriculum addresses:

Goal Setting	Home Management
Social Skills	Cooking
Leisure/Recreation	Clothing Selection and Care
Health	Advocacy for Disabled Persons
Money Management	Personal Care Attendant Management
Transportation	Pre-Employment Skills
Housing	

An important component of the curriculum involves the students working with a Peer Counselor, an otherwise qualified person who is also disabled. This role model of a successful disabled person is an inspiration for someone trying to reach his or her maximum potential.

Services of the Endependence Center were provided to twenty students and former students who were identified by Norfolk Public Schools as needing help in the transition from school to adult life.

Parent involvement was an important component of the program. Parents participated in group counseling and parent support groups.

Participants have made much progress toward independence and employment. TRANSITION TO INDEPENDENCE has received recognition from professionals in the field of education at the local, state, and national levels.

* * * *

Renewal of grant funding from the Virginia Department of Education has enabled the Endependence Center to field test this curriculum which includes peer counseling services in the public school systems of Virginia Beach, Chesapeake, Portsmouth, and Norfolk.

INTERIM REPORT

July 1, 1988 - January 31, 1989

Improving Vocational Education Through Community Based Organizations (CBO's)

Transition To Independence Curriculum Project

Endependence Center, Inc.
100 W. Plume St., Suite 244
Norfolk, Virginia 23510

February, 1989

TITLE OF PROJECT:	Improving Vocational Education Through Community Based Organizations (CBO's)
PROJECT DIRECTOR:	Bonnie O'Day
AGENCY:	Endependence Center, Inc.
LOCATION:	100 W. Plume St., Suite 244 Norfolk, Virginia 23510
FUNDING PERIOD:	August 1, 1988 - December 31, 1988

Objectives/Accomplishments:

1. To pilot the Transition to Independence Curriculum, which provides transitional services to high school students with disabilities in three sites in the Hampton Roads area.

   Chesapeake, Virginia Beach and Portsmouth Public Schools are cooperating in the Pilot Study. Administrators of each division were approached with the request to pilot the curriculum in a Vocational Education class for Special Needs Students. Such a course did not exist in Virginia Beach and Chesapeake, thus, school administrators selected an E.M.R. Special Education Class. In Portsmouth the curriculum is being used by both a teacher of Special Education and a teacher of Vocational Education.

   The Project Coordinator conducted in-service education for administrators and pilot teachers of each school division concerning the use of the curriculum and the role of peer counseling in this program.

2. To finalize the Transition to Independence Curriculum based on the results of the pilots.

   Evaluation instruments were developed for the pilot teachers to give data on the content, use and format of the curriculum as well as the peer counseling process. The Project Coordinator is meeting with pilot teachers on a regular basis.

3. To disseminate the curriculum through the Centers for Independent Living (CILs) and the Vocational Education Program in Virginia.

   Vocational educators in Virginia have been informed about the Transition to Independence Project through presentations given by the Project Coordinator and Peer Counselor at the Virginia Vocational Association meeting in August, 1988 in Richmond and the Transition Conference of the Virginia Department of Education and Department of Rehabilitative Services Project PERT in December, 1988 in Richmond. In addition, the project was presented to a nationwide group of

educators at the American Vocational Association Conference in December, 1988, in St. Louis. Educators at each conference expressed great interest in the curriculum and in peer counseling and other services for disabled students.

4. To obtain funding from school districts in Hampton Roads or other sources for continuation of the project.

   Local funding from school systems as well as private foundations is being sought at this time although there are no indications that it will be obtained from these sources.

5. To provide Peer Counseling, Independent Living Skills Training, Pre-Employment Skills Training and related services to thirty-five (35) new individuals and ten (10) individuals who began receiving services under the project during the 1988-89 school year.

   The following services have been provided to new as well as remaining students: Intake, Peer Counseling, Group Counseling, Independent Living Skills Training, Advocacy, Individual Independent Living Plans (personal objectives and goals), and meetings with parents.

6. To provide job placement services for ten (10) individuals with five (5) individuals placed in employment.

   Participants from the 1988-89 year of this project are still in high school, thus, no job placements have been made. Six (6) students from the first year (1987-88) of the project remain employed.

SIGNIFICANT PROBLEMS ENCOUNTERED

1. The Program had a late start-up with notification of grant funding coming in mid-August. Although preliminary arrangements had been made with staff at pilot schools, actual start-up met with many constraints imposed by the school systems.

2. The late start-up has impacted on the process of obtaining results from the pilot teachers regarding their use of the curriculum.

3. Although school administrators have expressed high regard for this program, preliminary and informal talks with them have not been encouraging with regard to school division funding of this program due to financial constraints of the schools.

Balance Sheet

ENDEPENDENCE CENTER, INC.
IMPROVING VOCATIONAL EDUCATION THROUGH COMMUNITY BASED ORGANIZATIONS
SUMMARY OF EXPENDITURES
AUGUST 1, 1988 THROUGH MAY 31, 1989

		EXPENDED TO DATE	TOTAL BUDGET	UNEXPENDED BALANCE
I.	SALARIES			
	A. Personnel	$32,875.00	$38,275.00	$ 5,400.00
	B. Fringe Benefits	4,941.71	5,497.00	555.29
	Sub-Total	37,816.71	43,772.00	5,955.29
II.	CONTRACTUAL SERVICES			
	A. Consultant Fees	- 0 -	2,700.00	2,700.00
	B. Consultant Travel	- 0 -	328.00	328.00
	C. Other	- 0 -	400.00	400.00
	Sub-Total	- 0 -	3,428.00	3,428.00
III.	EQUIPMENT & SUPPLIES	- 0 -	- 0 -	- 0 -
	Sub-Total	- 0 -	- 0 -	- 0 -
IV.	TRAVEL			
	A. Project Travel	238.00	410.00	172.00
	B. Local Travel	360.55	240.00	<120.55>
	Sub-Total	598.55	650.00	51.45
V.	OTHER RELATED EXPENSES			
	A. Participant Support	150.92	2,000.00	1,849.08
	B. Staff Training	458.78	500.00	41.22
	C. Printing	274.58	1,200.00	925.42
	D. Library Materials	98.90	500.00	401.10
	Sub-Total	983.18	4,200.00	3,216.82
	PROJECT GRAND TOTAL	$39,398.44	$52,050.00	$12,651.56